



# **Guide to Reports High School Assessments**

**Spring 2005**

(Published June, 2005)





## TABLE OF CONTENTS

Introduction .....	1
Section 1	
Scoring.....	4
Section 2 – Report Descriptions	
Comprehensive Report .....	12
Comprehensive Report-District Summary .....	16
Content Analysis Report .....	18
Content Analysis Report – District Summary .....	22
Demographic Analysis Report .....	24
Item Analysis Report.....	26
Student Report.....	30
Student Record Label .....	32
Contact Information .....	34

## Introduction

This guide was developed to assist educators in understanding and using the Spring 2005 Michigan Educational Assessment Program (MEAP) assessment results.

Enclosed in your shipment of reports are essential report summaries to provide information on the status and progress of Michigan's students. These reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate results for special education and non-special education students are included with summary reports.

Tables 1 and 2 on the following pages list the summary reports in the sequence they occur within your District and School packets. Included in the tables is a brief purpose statement for each report and a list of the student populations represented in the summary. Detailed descriptions of summary reports and key components are provided in this document as well.

The Office of Educational Assessment and Accountability welcomes your comments and feedback. We are committed to providing Michigan educators, parents and other stakeholders an assessment program of the highest quality and reliability.

**TABLE 1**  
**Spring 2005 District Reports – MEAP High School Assessments**

Separate reports are provided for all students, non-special education, and special education students.

<b>Title of Reports</b>	<b>Purpose</b>
<b>Comprehensive Report District Summary</b>	Grade-level summaries for each school and content area show the percentage of students who scored at each performance level. A comparison mean is provided at both the district and state levels.
<b>Content Analysis Report Grade Summary</b>	Summary score information is provided for each grade by content strand for each school in the district.
<b>Content Analysis Report Grade All Summary</b>	Summary score information is provided for combined grades by content strand for each school in the district.
<b>Demographic Analysis Report District Summary</b>	A summary breakdown of scores by demographics and educational program categories is provided for each grade and content area.

**TABLE 2**  
**Spring 2005 School Reports – MEAP High School Assessments**

<b>Title of Reports</b>	<b>Purpose</b>	<b>Reported Populations</b>
<b>Comprehensive Report School Summary</b>	A comparative set of mean scale score information for grade, district, and state. All content areas and levels of performance are reported.	Separate reports for all students, non-special education, and special education students
<b>Comprehensive Report List by Student</b>	Summary score information for each MEAP content area for each student assessed by grade level and building.	All Students
<b>Comprehensive Report Grade Summary</b>	Grade-level summary by assessment form of scores for all classrooms or groups identified by the school.	All Students
<b>Demographic Analysis Report School Summary</b>	A comparative set of mean scale score information for grade, district, and state. All content areas and levels of performance are reported.	Separate reports for all students, non-special education, and special education students
<b>Demographic Analysis Report Grade Summary</b>	Summary breakdown of scores by demographics and educational program categories for each grade in all content areas.	Separate reports for all students, non-special education, and special education students
<b>Item Analysis Report Multiple Choice Constructed Response</b>	A description of each multiple-choice and constructed-response item on the assessment, including the primary Michigan benchmark measured by each item. This report shows the percentage of students selecting each response and indicates item statistics summarized by classroom or group, building, district, and state.	Class, school, district, and state
<b>Content Analysis Report School Summary</b>	A comparative set of mean score information for grade, district, and state. All content areas, content strands, and levels of performance are reported.	Separate reports for all students, non-special education, and special education students
<b>Content Analysis Report List by Student</b>	Specific content information for each student, including total raw score points, percent of points correct, scale score, and performance level.	All Students
<b>Content Analysis Report Grade Summary</b>	Grade-level summaries of results by content areas and content strands for all classrooms or groups identified by the school.	All Students
<b>Content Analysis Report Grade All Summary</b>	All-grade summaries of results by content areas and content strands.	All Students
<b>Student Report</b>	Printed for individual students in back-to-back format, this report provides a detailed description of each student's performance in the content areas assessed on the MEAP.	All Students
<b>Student Record Label</b>	Summaries of individual student performances in all content areas in label format.	All Students

## **Section 1 Scoring**

Criteria set by Michigan educators are used to score all MEAP assessments.

### **Machine-Scoring Process**

Multiple-choice assessment items are scored by computer. In responding to these items, students must select the one best answer from the four choices in order to get the item correct. Each item is worth one point. There is no penalty for guessing. Multiple responses and omitted items are scored as incorrect.

### **Handscoring Process**

The writing assessments and constructed-response items requiring short or extended written responses in other content area assessments are evaluated by human scorers. The technique used in English language arts and social studies is holistic scoring, the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or “whole” impression and assign a score. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in holistic scoring. Because these are large-scale, high-stakes assessments, MEAP staff has taken every step possible to minimize scoring subjectivity.

Measurement Incorporated has been hired as the contractor for the handscoring process. Two independent, college-educated scorers score all MEAP written responses. Before they are permitted to score student responses, scorers receive extensive training and must pass a qualifying test. If they do not pass, they are dismissed.

During the scoring process, periodic quality control checks are in place to ensure that scorers are evaluating responses consistently.

There are a number of other control measures taken to promote scoring consistency and quality. Every writing assessment is read and evaluated by at least two scorers. The second scorer never sees the score given by the first scorer. If the first and second scores are not exactly the same or adjacent (within one point), the response is sent to a third scorer with more training and experience for resolution. However, the training and qualifying processes are so thorough that third readings are infrequent.

Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses.

Specific score point descriptions and sample student papers are available at the MEAP web site ([www.michigan.gov/meap](http://www.michigan.gov/meap)).

### **Handscoring the Writing Assessments**

While evaluation of the writing is based on each piece as a whole, all of the following aspects of writing are considered: ideas and content, organization, style (sentence structure, vocabulary, voice) and conventions of writing (grammar, usage, mechanics, spelling). Writing must be legible enough to be scored; otherwise, penmanship is not a factor in the student’s score. On the following pages you will find an overview of the English language arts (ELA) assessment and additional scoring information about assessments in the other content areas.

**Scoring the English Language Arts (ELA) Assessment  
High School Assessment  
Spring 2005**

**Writing (Part 1 – Sessions 1 & 2)**

- Part 1 – Session 1: **Writing from Knowledge and Experience.** Responses are scored using a holistic 6-point writing rubric.
- Part 1 – Session 2: **Reporting and Reflecting.** Responses are scored using a holistic 4-point writing rubric.
- Each piece of writing in Session 1 and 2 is scored by two independent scorers.
- **The scores are added together for a total possible score of 20 points for writing.**

**Reading for Understanding (Part 2A)**

- Part 2A consists of two reading passages and 25 multiple-choice comprehension items. Each item is worth one point.
- There are 9 within-texts, multiple-choice items after each passage followed by 7 cross-text items.

**Response to the Paired Reading Selections (Part 2B)**

- This cross-text, extended-response item is scored by two independent scorers with a holistic 6-point rubric
- The two scores are averaged together for a total possible score of six.
- **The scores from Part 2A and Part 2B are added together for a possible total of 31 points for reading.**

**Integrated English Language Arts (ELA) Score – a “Partial Compensatory Model”**

- ELA scale scores are calculated by averaging each individual student’s reading and writing scale scores (e.g., a student with a 530 reading scale score and a 500 writing scale score has an ELA scale score of 515).
- ELA performance level cut scores are determined by averaging the scale score cuts for reading and writing. (See the MEAP website for “MEAP Score Categories and Scale Score Ranges.”)
- The Met/Exceeded performance levels for the integrated ELA (R+W) score require students to do well on the reading and writing assessments.
- Scale scores and performance levels are both taken into account when determining the integrated ELA score.
- A student must have a valid score on both reading and writing to obtain an integrated ELA score. A student receives a valid score for reading or writing if five multiple-choice or any constructed-response items are attempted in an answer folder.
- The listening portion of the ELA assessment is not counted in the integrated ELA score because it is optional.

**Listening**

- There are 10 multiple-choice items for a total of 10 points.
- Only two performance levels were set for listening: “Met or Exceeded Michigan Standards” or “Did Not Meet Michigan Standards”

**Michigan Educational Assessment Program  
Integrated English Language Arts Assessment  
High School Assessment  
Part 1: Writing – Session 1 Writing from Knowledge and Experience  
Rubric and Condition Codes**

- |  |   |
|--|---|
| <p><b>6</b> The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. Organization and connections between ideas are well controlled, moving the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.</p> <p><b>5</b> The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. Organization and connections between ideas are controlled, moving the reader through the text. The writer shows a command of language, including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.</p> <p><b>4</b> The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.</p> | <p><b>3</b> The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.</p> <p><b>2</b> The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.</p> <p><b>1</b> The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.</p> <p>Not ratable if:</p> <p><b>A</b> off topic</p> <p><b>B</b> illegible</p> <p><b>C</b> written in a language other than English</p> <p><b>D</b> blank/refused to respond</p> |
|--|---|



**Michigan Educational Assessment Program  
Integrated English Language Arts Assessment  
High School Assessment  
Part 1: Writing – Session 2 Reporting and Reflecting  
Rubric and Condition Codes**

- 4** The written response demonstrates the ability to reflect critically on a provided piece of writing. Ideas are supported by specific examples or details from the provided piece. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be surface feature errors, but they do not interfere with meaning.
- 3** The written response demonstrates the ability to reflect on a provided piece of writing. Ideas are somewhat supported by examples or details from the provided piece. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.
- 2** The written response demonstrates some ability to reflect on a provided piece of writing. Ideas are supported with limited details and examples from the provided piece. The voice and tone may be inappropriate or uneven. Surface features may make the writing awkward to read.

- 1** The written response demonstrates the attempt to reflect on a provided piece of writing. Ideas may be presented as generalizations about the writing sample. There is little discernible shape or direction. There is little control over voice and tone. Surface features may make the writing difficult to read.

Not ratable if:

- A** copies and/or revises student sample, making no connection to the question asked
- B** insufficient, off-topic, illegible
- C** written in a language other than English
- D** blank/refused to respond
- E** summarizes the student sample, making no connection to the question asked

**Michigan Educational Assessment Program  
Integrated English Language Arts Assessment  
High School Assessment  
Part 2B: Reading – Response to the Paired Reading Selections  
Rubric and Condition Codes**

- |   |  |
|---|--|
| <p><b>6</b> The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.</p> <p><b>5</b> The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.</p> <p><b>4</b> The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.</p> <p><b>3</b> The student makes adequate use of ideas from one reading selection <b>OR</b> makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial</p> | <p>understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.</p> <p><b>2</b> The student makes partially successful use of ideas from one reading selection <b>OR</b> minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.</p> <p><b>1</b> The student does not take a position on the scenario question, but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme, <b>OR</b> minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.</p> <p>Not ratable if:</p> <p><b>A</b> retells or references the reading selections with no connection to the scenario question or theme</p> <p><b>B</b> off topic</p> <p><b>C</b> illegible/written in a language other than English</p> <p><b>D</b> blank/refused to respond</p> <p><b>E</b> responds to the scenario question with no reference to either of the reading selections</p> |
|---|--|

In addition to the holistic scores, students receive feedback in the form of comments on two of the extended responses on the ELA assessments, Writing From Knowledge and Experience and Response to the Reading Selections. Numerical codes representing the following comments appear on the Content Analysis Report.

### **MEAP ELA Writing Comment Codes (Part 1 – Session 1)**

#### **Parameters for adding comments to the holistic scores**

- No comments for condition codes.
  - Limit of two comments per paper.
1. Lacks focus on a central idea.
  2. Demonstrates limited control over sentence structure, vocabulary, and/or conventions.
  3. Needs details and examples to adequately develop the ideas and content.
  4. Lacks coherent organization or connections.
  5. Needs richer development of the central idea with some additional relevant details and examples to get a higher score.
  6. Needs tighter control of organization and/or the connections among ideas to get a higher score.
  7. Needs greater precision and maturity of language use to get a higher score.
  8. Earned the highest scorepoint of 6.
  0. Represents a highly competent response.

### **MEAP ELA Reading Comment Codes (Part 2B)**

#### **Parameters for adding comments to the holistic scores**

- No comments for condition codes.
  - Limit of two comments per paper.
1. Lacks a position or does not support a position with examples from the reading selections.
  2. Lacks clarity, which causes confusion.
  3. Needs examples and details from the reading selections to adequately develop the position.
  4. Supports the position with examples and details from only one reading selection.
  5. Does not make a connection across the two reading selections.
  6. Contains misconceptions about the content of the reading selections.
  7. Needs richer support of the position with some additional examples and details from the reading selections.
  8. Needs greater precision and mastery of language use.
  9. Earned the highest scorepoint of 6.
  0. Represents a highly competent response.

**MEAP Score Categories and Scale Score Ranges**  
**Spring 2005 – High School Assessments**

**Important Note:** The scale score cuts and ranges for levels 3 (500-Basic) and 2 (530-Met Michigan Standards) are consistent across grades and content areas. Cut scores for level 1 fluctuate slightly from year to year and for each content area and grade. The raw scores associated with all cut scores will also fluctuate slightly from year to year. It is not possible to earn a score between the highest Level 2 and the lowest Level 1 score.

<b>MATHEMATICS</b>	<b>High School</b>	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 626 )	Level 1, Endorsed Exceeded MI Standards (630 – 989)
<b>SCIENCE</b>	<b>High School</b>	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 635 )	Level 1, Endorsed Exceeded MI Standards (639 – 1136)
<b>SOCIAL STUDIES</b>	<b>High School</b>	Level 4 Not Endorsed (≤499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 591)	Level 1, Endorsed Exceeded MI Standards (595 – 749)
<b>ENGLISH LANGUAGE ARTS</b>	<b>HST Reading</b>	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 594)	Level 1, Endorsed Exceeded MI Standards (600 – 715)
	<b>HST Writing</b>	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 548)	Level 1, Endorsed Exceeded MI Standards (554 – 578)
	<b>HST Total ELA*</b>	Level 4 Not Endorsed (≤ 499.5)	Level 3, Endorsed At Basic Level (500 – 529.5)	Level 2, Endorsed Met MI Standards (530 – 576.5)	Level 1, Endorsed Exceeded MI Standards (577 – 646.5)
	<b>HST Listening</b>	Did Not Meet Michigan Standards (≤ 529)		Met/Exceeded Michigan Standards (530 +)	

\*There are two parts to the ELA scoring process. Both scale scores and performance levels are taken into account in determining the integrated ELA level. Students must score at or above the cut score and a level of 2 or 1 in reading and writing to earn a level 1 ELA score. Students must score at or above the cut score and a level 3 or higher in reading and writing to earn a level 2 ELA score.

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## Section 2

### Report Descriptions

#### Comprehensive Report (Figures 1a, 1b, 1c)

The Comprehensive Report provides summary score information for each MEAP content area for each student assessed by grade level and building. This report identifies the student's demographic information. The assessment form, scale score, and the performance level earned by the student on each content assessment are provided.

**Section A** contains the title of the report, the grade level reported, and the assessment cycle. The school district and school building names and codes are also provided.

**Section B** lists each student's Unique Identification Code (UIC) in the left-hand column, followed by the student's name.

**Section C** provides the student's gender and ethnicity (see page 25) and also indicates if the student is classified as Limited English Proficient (LEP), Formerly LEP (FLEP), Special Education (SE) and/or Less than Full academic year (LTF). Definitions of the abbreviated Field Codes are provided at the top of the report.

**Section D** lists all MEAP assessments, but scores are provided only for the assessments taken. The first column under each content area lists the assessment form taken. The second column lists the scale score the student received, and the final columns under each content area provide the level the student obtained relative to Michigan standards and Score Codes. Definitions of the Field Codes, Score Codes, Scale Score Ranges, and Levels are provided at the top of the report.

**Section E (1b)** provides a grade-level summary by assessment form of scores for all classrooms or groups identified by the school. The number of students, the percent of students who *met the standards* (a

total of Level 1 and Level 2) and the percent of students falling in each performance level category for each content area are indicated. Note that this is a two-page document. Summaries for mathematics, science, and social studies appear on the first page, while the English language arts summaries are contained on the second page.

**Section F (1c)** is a comparative set of mean scale score information for grade, district, and state. In compliance with federal and state mandates, separate reports are now provided for three groups of students – all students, non-special education students, and special education students.

Figure 1a

**MEAP** Comprehensive Report - Public  
Grade 12 List by Student  
Spring 2005

01002 Pleasantville Public Schools  
10003 Central High School

**A**

Field Codes	
UIC	Unique Identification Code
Gndr	Gender
Eth	Ethnicity (See Guide to Reports)
LEP	Limited English Proficient
FLEP	Formerly LEP
SE	Special Education
LTF	Less Than Full Academic Year
F	Form:
	B-Operational, C-Emergency
%M	Met/Exceeded Standards: Level 1, 2 or M

SS = Scale Score		
	Form B	Form C
Mathematics	96 - 989	120 - 960
Science	89 - 1136	102 - 964
Social Studies	275 - 749	365 - 735
Reading	371 - 715	356 - 740
Writing	458 - 578	458 - 578
ELA	414.5 - 646.5	407 - 659
Listening	442 - 578	442 - 578

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Not Endorsed
S	Standard Accommodations	<b>Listening Levels</b>	
U	Unable to Participate	M	Met/Exceeded Standards
BD	Blank Document	D	Did Not Meet Standards
NV	No Valid Attempt		
*	Not Included in Summary		

Central High School - Comprehensive Report - Grade 12																																			
UIC	Student Name	Gndr	Eth	LEP	FLEP	SE	LTF	Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening									
								Form	Scale Score	Level Score Codes	Form	Scale Score	Level Score Codes	Form	Scale Score	Level Score Codes	Form	Scale Score	Level Score Codes	Form	Scale Score	Level Score Codes	Form	Scale Score	Level Score Codes	Form	Scale Score	Level Score Codes	Form	Scale Score	Level Score Codes				
1111111001	ANDERSON, MIKE A	M	5			X		B	414	4		B	475	4		B	491	4		B	491	4		B	512	3		B	501.5	3		B	*	*	BD
1111111002	BLECHAM, THOMAS L	M	5					B	512	3		B	570	2						B	525	3		B	*	*	BD					B	*	*	BD
1111111003	CHARLES, GUSTAV	F	5					B	477	4		B	452	4						B	*	*	BD	B	483	4					B	*	*	BD	
1111111004	CHRISTIAN, SANDRA F	M	5									B	493	4																					
1111111095	CRUISE, JACQUELYN M	M	5					B	538	2										B	*	*	BD	B	521	3						B	*	*	BD
1111111876	DIXON, FREDERICK	F	5					B	469	4																									
1111111005	DOE, JOE A	M	5			X														B	*	*	BD	B	512	3						B	*	*	BD
1111111006	DOE, JILL R	M	5																	B	*	*	BD	B	530	2						B	*	*	BD
1111111029	EDWARD, CHARLES M	M	5									B	529	3						B	*	*	BD	B	518	3						B	*	*	BD
1111111030	FOWLER, MARY M	F	5					B	492	4		B	475	4																					
1111111031	GOPAL, RAM J	F	5									B	593	2						B	*	*	BD	B	524	3						B	*	*	BD
1111111032	HARRIS, EDWIN J	M	5			X		B	457	4	S	B	551	2	S	B	522	3	S	B	527	3		B	494	4		B	510.5	3		B	*	*	BD
111121099	IBARRA, TODD R	F	5					B	449	4		B	424	4																					
1111131048	JACKSON, MARY J	M	5									B	583	2																					
1111111033	JACQUES, CHRISTOPHER M	M	5																	B	*	*	BD	B	506	3	S					B	*	*	BD
1111661067	JEFFERSON, SCOTT J	M	5									B	545	2																					
1111111986	KRONER, DAVID D	F	5					B	465	4		B	523	3																					
1111111012	LEWIS, CAROL M	M	5					B	488	4		B	479	4																					
1111111013	MORGAN, PETER J	F	5																	B	*	*	BD	B	524	3						B	*	*	BD
1111111345	PAGE, EMMA E	M	4	X				B	457	4										B	*	*	BD	B	512	3						B	*	*	BD
1111111015	PAT, TREVOR J	F	5									B	443	4		B	472	4		B	525	3		B	506	3		B	515.5	3		B	*	*	BD
1111111014	PAUL, JOHN E	M	5	X																B	*	*	BD	B	530	2						B	*	*	BD
1111113108	PETERSON, ASH J	M	5			X						B	456	4	S	B	460	4	S	B	486	4		B	488	4		B	487.0	4		B	489	D	
1111341081	PICHAU, PICHUYA	M	5									B	539	2						B	*	*	BD	B	530	2						B	*	*	BD
	QUARTER, MIKE	M	5					B	569	2		B	535	2		B	524	3		B	553	2		B	512	3		B	532.5	2		B	*	*	BD
1111111016	REIS, PIRI M	M	5																	B	*	*	BD	B	518	3						B	*	*	BD
1111111017	REYNOLDS, JOSHUA	F	5													B	474	4		B	523	3		B	506	3		B	514.5	3		B	500	D	
1111111018	ROE, JANE L	F	5									B	529	3																					
	SMITH, DAVID J	F	5					B	502	3										B	543	2		B	518	3		B	530.5	2		B	*	*	BD
1111111025	SMITH, ELSIE L	F	5					B	488	4		B	503	3																					
1111111026	SMITH, ELIZABETH M	F	5					B	522	3		B	496	4																					
1111111027	STOWE, HARRIET L	M	5					B	465	4		B	429	4						B	508	3		B	500	3		B	504.0	3		B	*	*	BD

Figure 1b

<b>MEAP</b>	<b>Comprehensive Report - Public Grade 12 Summary Spring 2005</b>		
	01002 Pleasantville Public Schools 10003 Central High School		

Field Codes	
UIC	Unique Identification Code
Gndr	Gender
Eth	Ethnicity (See Guide to Reports)
LEP	Limited English Proficient
FLEP	Formerly LEP
SE	Special Education
LTF	Less Than Full Academic Year
F	Form: B-Operational, C-Emergency
%M	Met/Exceeded Standards: Level 1, 2 or M

SS = Scale Score		
	Form B	Form C
Mathematics	96 - 989	120 - 960
Science	89 - 1136	102 - 964
Social Studies	275 - 749	365 - 735
Reading	371 - 715	356 - 740
Writing	458 - 578	458 - 578
ELA	414.5 - 646.5	407 - 659
Listening	442 - 578	442 - 578

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Not Endorsed
<b>Listening Levels</b>	
M	Met/Exceeded
D	Did Not Meet

Central High School - Comprehensive Report - Grade 12 Summary

			Mathematics								Science								Social Studies							
Grade	Form		SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4			
Grade	12	B	500	33	18	0	18	30	52	511	31	35	0	35	23	42	<10									
Grade	12	All	500	33	18	0	18	30	52	511	31	35	0	35	23	42	<10									





**Figure 1c**

Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded
	Michigan Standards
	Level 1, 2, or M
<10	No scores provided if <10 students

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
<b>Listening Levels</b>	
M	Met/Exceeded Standards
D	Did Not Meet Standards

**Central High School - Comprehensive Report - School Summary**

		Reading - R								Writing - W								ELA (R+W)							
Grade	Form	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4		SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4		SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	
School Grade	10 B	<10								<10								<10							
District Grade	10 B	564	18	100	0	100	0	0		540	17	100	6	94	0	0		552.8	17	100	0	100	0	0	
State Grade	10 B	547	4,500	74	2	72	21	5		526	4,856	51	3	49	43	5		536.5	4,386	67	1	66	29	4	
School Grade	10 All	<10								<10								<10							
District Grade	10 All	564	18	100	0	100	0	0		540	17	100	6	94	0	0		552.8	17	100	0	100	0	0	
State Grade	10 All	547	4,501	74	2	72	21	5		526	4,856	51	3	49	43	5		536.5	4,387	67	1	66	29	4	
School Grade	11 B	536	341	60	0	60	25	16		518	341	34	1	33	51	15		526.8	338	47	0	47	39	14	
District Grade	11 B	538	606	63	1	62	24	13		517	619	31	1	30	53	16		527.1	599	49	0	49	38	13	
State Grade	11 B	540	97,853	65	2	63	25	10		523	99,808	47	3	44	45	9		531.9	96,569	57	1	56	35	8	
School Grade	11 All	536	341	60	0	60	25	16		518	341	34	1	33	51	15		526.8	338	47	0	47	39	14	
District Grade	11 All	538	606	63	1	62	24	13		517	619	31	1	30	53	16		527.1	599	49	0	49	38	13	
State Grade	11 All	540	98,100	65	2	62	25	10		523	100,371	47	3	44	44	9		531.7	97,219	57	1	55	35	8	
School Grade	12 B	517	12	25	0	25	42	33		513	32	19	0	19	69	13		508.4	11	18	0	18	55	27	
District Grade	12 B	509	29	17	0	17	45	38		509	61	18	0	18	57	25		501.9	28	11	0	11	46	43	
State Grade	12 B	518	4,109	34	0	34	37	29		516	8,454	29	0	28	57	14		513.2	3,476	23	0	22	49	28	
School Grade	12 All	517	12	25	0	25	42	33		513	32	19	0	19	69	13		508.4	11	18	0	18	55	27	
District Grade	12 All	509	29	17	0	17	45	38		509	61	18	0	18	57	25		501.9	28	11	0	11	46	43	
State Grade	12 All	518	4,111	34	0	34	37	29		516	8,515	29	0	28	57	15		513.0	3,537	22	0	22	50	28	

## **Comprehensive Report – District Summary (Figure 2)**

The Comprehensive District Report provides summary score information by MEAP content area for each school in the district. A separate section of the report is provided for each assessment form used. A comparison mean is provided at both the district and state level following the scores for each assessment form. In compliance with federal and state mandates, separate reports are now provided for three groups of students – all students, non-special education students, and special education students.

**Section A** contains the title of the report and the assessment cycle. The school district name and code are also provided.

**Section B** lists each school's name, the grade being reported, and the form of the assessment students used. District and state information are provided for each assessment form.

**Section C** lists all MEAP assessments. Note that subject area reports are spread over two pages. The first column under each content area assessment gives the mean scale score (SS) the school received for that content area. The second column shows how many students took that assessment (n) using the specified form. The third column under each content area provides the percent of students that met or exceeded Michigan standards (M%). The last four columns present a percentage breakdown by performance level (1-4).

Figure 2

<b>MEAP</b>	<b>Comprehensive Report - Public District Summary</b>	
	<b>Spring 2005</b>	
	01002 Pleasantville Public Schools	



Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded
	Michigan Standards
	Level 1, 2, or M
	<10 No scores provided if <10 students

SS = Scale Score		
	Form B	Form C
Mathematics	96 - 989	120 - 960
Science	89 - 1136	102 - 964
Social Studies	275 - 749	365 - 735
Reading	371 - 715	356 - 740
Writing	458 - 578	458 - 578
ELA	414.5 - 646.5	407 - 659
Listening	442 - 578	442 - 578

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Not Endorsed
Listening Levels	
M	Met/Exceeded
D	Did Not Meet

Pleasantville Public Schools - Comprehensive Report - Grade 12 District Summary																								
			Reading - R							Writing - W							ELA (R+W)							
			SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	
<div><div></div><div>B</div></div>	Grade	Form	517	12	25	0	25	42	33	513	32	19	0	19	69	13	508.4	11	18	0	18	55	27	
	Central High School	12	B	505	16	13	0	13	50	38	493	16	6	0	6	38	56	498.5	16	6	0	6	44	50
	Northern High School	12	B	<10							520	3	31	0	31	54	15	<10						
	Western High School	12	B	509	29	17	0	17	45	38	509	61	18	0	18	57	25	501.9	28	11	0	11	46	43
	District Grade	12	B	518	4,109	34	0	34	37	29	516	8,454	29	0	28	57	14	513.2	3,476	23	0	22	49	28
	State Grade	12	B	<10							474	61	0	0	0	0	100	500.9	61	0	0	0	54	46
	State Grade	12	C	<10							474	61	0	0	0	0	100	500.9	61	0	0	0	54	46
<div><div></div><div>C</div></div>	Central High School	12	All	517	12	25	0	25	42	33	513	32	19	0	19	69	13	508.4	11	18	0	18	55	27
	Northern High School	12	All	505	16	13	0	13	50	38	493	16	6	0	6	38	56	498.5	16	6	0	6	44	50
	Western High School	12	All	<10							520	13	31	0	31	54	15	<10						
	District Grade	12	All	509	29	17	0	17	45	38	509	61	18	0	18	57	25	501.9	28	11	0	11	46	43
	State Grade	12	All	518	4,111	34	0	34	37	29	516	8,515	29	0	28	57	15	513.0	3,537	22	0	22	50	28

### **Content Analysis Report (Figure 3a, 3b, 3c)**

The Content Analysis Report presents specific content information by building, for each student who took the MEAP assessments. A student's total raw score points, percent of points correct, scale score and performance level are provided. The mean scores for each strand of a content area are provided to give specific information to educators on a student's strengths and possible needs. Information in this report is summarized for each classroom or group, as well as for the school, district, and state level.

**Section A** contains the title of the report, the grade level reported, and the structure of the report (e.g., List by Student, Summary). The assessment cycle and content area are also provided, along with the school district and school building names and codes.

**Section B** lists each student's Unique Identification Code (UIC) in the left-hand column, followed by the student's name.

**Section C** provides, by student, the assessment form administered (F), the points earned out of total points possible, and the percent of points earned. The next columns present the student's scale score and performance level relative to meeting Michigan standards. Definitions of Field Codes, Scale Scores, Score Codes, and Levels are provided at the top of the report.

**Section D** describes the number of points achieved on each strand of the assessment, along with the total number of points possible for each strand.

**Section E** refers to the summary line that provides a mean score of points achieved (Mean Points), percentage of points correct (Mean %C), and the mean scale score (Mean SS) for each preceding classroom or group of students, identified by the school. The percentage of students within a group that met or exceeded the Michigan standards is identified as "%M."

**Section F (3b)** provides a grade level summary of scores for all classrooms or groups identified by the school.

**Section G (3c)** provides a comparative set of mean score information for grade, district, and state. There are separate reports for all students, non-special education students, and special education students.

#### ***Please note:***

On the Content Analysis Report for ELA, students receive numerical Comment Codes (see page 9), which represent feedback statements about their scores on the extended response tasks. Condition Codes (A-E) also appear on the ELA report in cases where students' written responses could not be scored (see pages 6-8).

Figure 3a

**MEAP** Content Analysis Report - Public  
Grade 12 List by Student  
Spring 2005 Mathematics **A**

01002 Pleasantville Public Schools  
10003 Central High School

Field Codes	
UIC	Unique Identification Code
F	Form: B-Operational, C-Emergency
%M	Met/Exceeded Standards: Level 1, 2 or M

SS = Scale Score		
	Form B	Form C
Mathematics	96 - 989	120 - 960

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Not Endorsed
S	Standard Accommodations	<b>Listening Levels</b>	
U	Unable to Participate	M	Met/Exceeded Standards
BD	Blank Document	D	Did Not Meet Standards
NV	No Valid Attempt		
*	Not Included in Summary		

## Central High School - Content Analysis Report - Mathematics - Grade 12, Class/Group N/A

UIC	Student Name	F	Points B = 52 Total C = 62 Total	% Correct All Strands	Scale Score B = 96 - 989 C = 120 - 960	Level	Score Codes	Patterns & Functions B = 8 Total C = 10 Total	Geometry & Measurement B = 10 Total C = 11 Total	Data Analysis B = 10 Total C = 11 Total	Number Sense B = 4 Total C = 1 Total	Numerical Operations B = 13 Total C = 12 Total	Probability & Discrete Math B = 7 Total C = 7 Total
1111111001	ANDERSON, MIKE	B	21.0	40	516	3		3.0	5.0	3.0	1.0	6.0	3.0
1111111002	BEECHAM, THOMAS L	B	14.5	28	469	4		2.0	1.0	4.5	2.0	3.0	2.0
1111111003	CHARLES, GUSTAV	B	13.0	25	457	4	S	1.0	2.0	2.0	3.0	2.0	3.0
1111111004	CHRISTIAN, SANDRA F	B	12.0	23	449	4		3.0	2.0	1.0	1.0	3.0	2.0
1111111005	DOE, JOE A	B	14.0	27	465	4		2.0	1.0	3.0	0.0	4.0	2.0
1111111006	DOE, JILL R	B	17.0	33	488	4		4.0	1.0	3.0	1.0	4.0	4.0
1111111029	EDWARD, CHARLES M	B	13.0	25	457	4		3.0	1.0	1.0	1.0	3.0	4.0
1111111030	FOWLER, MARY M	B	29.5	57	569	2		4.0	4.0	4.0	1.0	10.5	6.0
1111111031	GOPAL, RAM J	B	19.0	37	502	3		4.0	1.0	2.0	3.0	6.0	3.0
1111111032	HARRIS, EDWIN J	B	17.0	33	488	4		2.0	3.0	5.0	2.0	5.0	0.0
1111111033	JACQUES, CHRISTOPHER M	B	22.0	42	522	3		4.0	4.0	4.0	1.0	5.0	4.0
1111111012	LEWIS, CAROL M	B	14.0	27	465	4		3.0	2.0	5.0	0.0	3.0	1.0
1111111013	MORGAN, PETER J	B	8.5	16	414	4		3.0	1.0	2.5	0.0	2.0	0.0
1111111014	PAUL, JOHN E	B	23.0	44	529	3		4.0	2.0	7.0	1.0	5.0	4.0
1111111015	PAT, TREVOR J	B	18.0	35	495	4	S	4.0	1.0	4.0	1.0	4.0	4.0
	Q., MIKE	B	19.0	37	502	3		4.0	2.0	2.0	2.0	4.0	5.0
1111111016	REIS, PIRI M	B	20.5	39	512	3		2.0	3.0	4.0	1.0	6.5	4.0
1111111017	REYNOLDS, JOSHUA	B	25.0	48	541	2		5.0	5.0	3.0	2.0	5.0	5.0
1111111018	ROE, JANE L	B	19.0	37	502	3	S	4.0	2.0	5.0	2.0	4.0	2.0
	SMITH, DAVID J	B	27.0	52	553	2		5.0	3.5	6.0	2.0	8.5	2.0
1111111025	SMITH, ELSIE L	B	19.0	37	502	3		4.0	2.0	2.0	2.0	6.0	3.0
1111111026	SMITH, ELIZABETH M	B	29.0	56	566	2		6.0	6.0	7.0	2.0	5.0	3.0
1111111027	STOWE, HARRIET L	B	22.0	42	522	3		4.0	2.0	2.0	1.0	8.0	5.0
1111111023	THOMAS, QUAIN A	B	20.5	39	512	3		2.0	2.0	4.0	2.0	6.5	4.0
1111111024	TRUMAN, THERASA A	B	16.5	32	485	4		2.0	2.0	5.0	0.0	3.5	4.0
1111111045	WOOD, SARA L	B	17.5	34	492	4		1.0	2.0	6.5	1.0	3.0	4.0
<b>Summary - N/A</b> (Mean Points, Mean %C, Mean SS, %M)		B	<b>19.0</b>	<b>37</b>	<b>500</b>	<b>17%</b>		<b>3.3</b>	<b>2.5</b>	<b>3.7</b>	<b>1.4</b>	<b>4.8</b>	<b>3.2</b>
<b>Summary - N/A</b> (%M all Forms)		All			<b>500</b>	<b>17%</b>							

Figure 3b

<b>MEAP</b>	<b>Content Analysis Report - Public</b>	
	<b>Grade 12 Summary</b>	
	<b>Spring 2005 Mathematics</b>	
	01002Pleasantville Public Schools	
	10003 Central High School	

Field Codes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

SS = Scale Score		
	Form B	Form C
Mathematics	96 - 989	120 - 960

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Not Endorsed
<b>Listening Levels</b>	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Central High School - Content Analysis Report - Mathematics - Grade 12 Summary															
	Class/Group	Form	Mean Pts. B = 52 Total C = 52 Total	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Patterns & Functions B = 8 Total C = 10 Total	Geometry & Measurement B = 10 Total C = 11 Total	Data Analysis B = 10 Total C = 11 Total	Number Sense B = 4 Total C = 1 Total	Numerical Operations B = 13 Total C = 12 Total	Probability & Discrete Math B = 7 Total C = 7 Total
<b>Class/Group</b>	N/A	B	19.0	500	30	0	17	33	50	3.3	2.5	3.7	1.4	4.8	3.2
	0017	B			<10										
	0082	B			<10										
	2005	B			<10										
<b>Grade Total</b>	<b>12</b>	<b>B</b>	<b>19.0</b>	<b>500</b>	<b>33</b>	<b>0</b>	<b>18</b>	<b>30</b>	<b>52</b>	<b>3.3</b>	<b>2.6</b>	<b>3.8</b>	<b>1.4</b>	<b>4.9</b>	<b>3.1</b>
<b>Class/Group</b>	N/A	All		500	30	0	17	33	50						
	0017	All			<10										
	0082	All			<10										
	2005	All			<10										
<b>Grade Total</b>	<b>12</b>	<b>All</b>		<b>500</b>	<b>33</b>	<b>0</b>	<b>18</b>	<b>30</b>	<b>52</b>						



**Content Analysis Report - Public  
School Summary  
Spring 2005 Mathematics**

01002 Pleasantville Public Schools  
10003 Central High School

**Figure 3c**

**Field Codes**

Pts. Points  
SS Scale Score  
<10 No scores provided if <10 students

**Levels**

- 1 Exceeded Standards
  - 2 Met Standards
  - 3 At Basic Level
  - 4 Not Endorsed
- Listening Levels**
- M Met/Exceeded Standards
  - D Did Not Meet Standards

**Central High School - Content Analysis Report - Mathematics - School Summary**

	Grade	Form	Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Patterns & Functions	Geometry & Measurement	Data Analysis	Number Sense	Numerical Operations	Probability & Discrete Math
School Grade	10	B			<10										
District Grade	10	B	37.5	622	17	59	35	6	0	4.9	6.4	7.4	3.3	10.4	5.2
State Grade	10	B	25.5	542	4,724	9	49	18	24	4.0	3.9	5.0	2.0	6.8	3.8
School Grade	10	All			<10										
District Grade	10	All		622	17	59	35	6	0						
State Grade	10	All		542	4,724	9	49	18	24						
School Grade	11	B	22.2	520	344	3	38	17	41	3.5	2.9	4.4	1.9	6.1	3.4
District Grade	11	B	21.9	517	617	3	39	18	40	3.5	2.9	4.3	1.8	6.0	3.3
State Grade	11	B	23.1	525	99,491	6	40	17	36	3.8	3.4	4.5	1.9	6.0	3.5
School Grade	11	All		520	344	3	38	17	41						
District Grade	11	All		517	617	3	39	18	40						
State Grade	11	All		525	99,508	6	40	17	36						
School Grade	12	B	19.0	500	33	0	18	30	52	3.3	2.6	3.8	1.4	4.9	3.1
District Grade	12	B	17.5	487	56	0	13	30	57	3.2	2.4	3.4	1.4	4.2	2.9
State Grade	12	B	17.4	486	7,448	0	17	23	59	3.0	2.4	3.5	1.4	4.4	2.7
School Grade	12	All		500	33	0	18	30	52						
District Grade	12	All		487	56	0	13	30	57						
State Grade	12	All		486	7,450	0	17	23	59						
School Grade	All	B	21.9	518	378	3	37	18	42	3.5	2.9	4.3	1.8	6.0	3.3
District Grade	All	B	21.9	517	690	4	36	19	41	3.5	3.0	4.3	1.9	6.0	3.3
State Grade	All	B	22.8	524	111,715	6	39	18	37	3.7	3.4	4.5	1.8	6.0	3.4
School Grade	All	All		518	378	3	37	18	42						
District Grade	All	All		517	690	4	36	19	41						
State Grade	All	All		524	111,734	6	39	18	37						

### **Content Analysis Report – District Summary (Figure 4)**

The Content Analysis Report – District Summary provides summary score information for each MEAP content area by strand for each school in the district. Assessment forms used in each individual school divide the report. Following the scores for each assessment form, a comparison mean at both the district and state level is provided.

**Section A** contains the title of the report, the subject area assessed and the assessment cycle. The school district name and code are also provided.

**Section B** lists each school's name, the grade being reported, and the assessment form students used.

**Section C** lists the mean points, mean scale score, number of students taking the assessment for each assessment form and the percent of students at each level relative to meeting Michigan's performance standards. The Field Codes and Levels are defined at the top of the report.

**Section D** lists the mean points correct for each strand of a content area.

Information in this report is summarized for each school, district, and the state.



Figure 4

<b>MEAP</b>	<b>Content Analysis Report - Public District Summary</b>	
	<b>Grade 12 Summary</b>	
	<b>Spring 2005 Mathematics</b>	
	01002 Pleasantville Public Schools	

**A**

Field Codes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

SS = Scale Score		
	Form B	Form C
Mathematics	96 - 989	120 - 960

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Not Endorsed
<b>Listening Levels</b>	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Pleasantville Public Schools - Content Analysis Report - Mathematics - Grade 12 District Summary															
	Grade	Form	Mean Pts. B = 52 Total C = 52 Total	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Patterns & Functions B = 8 Total C = 10 Total	Geometry & Measurement B = 10 Total C = 11 Total	Data Analysis B = 10 Total C = 11 Total	Number Sense B = 4 Total C = 1 Total	Numerical Operations B = 13 Total C = 12 Total	Probability & Discrete Math B = 7 Total C = 7 Total
Central High School	12	B	19.0	500	33	0	18	30	52	3.3	2.6	3.8	1.4	4.9	3.1
Northern High School	12	B	14.7	464	18	0	0	33	67	3.1	2.0	2.5	1.6	3.0	2.5
Western High School	12	B			<10										
<b>District Grade</b>	12	B	17.5	487	56	0	13	30	57	3.2	2.4	3.4	1.4	4.2	2.9
<b>State Grade</b>	12	B	17.4	486	7,448	0	17	23	59	3.0	2.4	3.5	1.4	4.4	2.7
<b>State Grade</b>	12	C			<10										
Central High School	12	All		500	33	0	18	30	52						
Northern High School	12	All		464	18	0	0	33	67						
Western High School	12	All			<10										
<b>District Grade</b>	12	All		487	56	0	13	30	57						
<b>State Grade</b>	12	All		486	7,450	0	17	23	59						

## Demographic Analysis Report (Figure 5)

For each content area assessed, the Demographic Analysis Report provides a summary breakdown of scores by several demographic factors. The report sorts scores by demographics and educational program categories, including gender, ethnicity, economically disadvantaged, special education, Limited English Proficient (LEP) or Formerly LEP (FLEP), and migrant. The report also indicates whether the student took the assessment with standard or non-standard accommodations. Categories of homeless and less than full academic year are also listed on this report. The scale score, the number of students for each subgroup category of students, and the percent that met or exceeded Michigan standards are included. Summary data comparing the school, district, and state scores concludes the report. In compliance with federal and state mandates, separate reports are now provided for three groups of students – all students, non-special education students, and special education students.

**Section A** contains the title of the report, the grade level reported, and the assessment cycle. The school district name, school building name, and codes are also provided.

**Section B** lists the various demographic subgroups beginning with Gender and Ethnicity. Ethnicity is broken down by federal requirements (see a MEAP manual for definitions or online at [www.michigan.gov/meap](http://www.michigan.gov/meap)) as American Indian or Native Alaskan; Asian or Pacific Islander; Black, Not of Hispanic Origin; Hispanic; White, Not of Hispanic Origin; Multiracial; Other; or Unspecified. The following variables receive “yes” or “no” responses: Economically Disadvantaged; Special Education; Standard Accommodations; Non-Standard Accommodations; Limited English Proficient (LEP); Formerly Limited English Proficient (FLEP); Migrant; Homeless; and Less Than Full Academic Year.

**Section C** provides information about each subgroup for each content area assessed. This section includes the mean scale score (SS) for the content area, the number of students (n), and the percent of students that “Met” or “Exceeded” Michigan (M%) standards for the subgroup. Additionally, this section provides the percent of students that fall in each of the performance categories (1 - 4). Definitions of the Field Codes, Scale Score ranges, and Levels are provided in the boxes at the top of the page. The content areas of mathematics, science, and social studies are shown on one page, while English language arts is reported on a second page.

**Section D** (the bottom row) provides the summary for the grade level by giving the mean scale score, the percentage of students that “Met” or “Exceeded” Michigan standards for each content area assessed, and the percentage of students represented at each of the four performance levels. The number of students in this section reflects the number of assessments that were included in the summary scores. Assessments were excluded from summary data if a student took the assessment with non-standard accommodations, or if a student displayed unethical behavior during an assessment.

**Section E** (not shown) prints as the last page of this report and provides the mean scale scores, number of students, and percent of students that met or exceeded the standards for the school, the district, and the state in the content areas assessed for each grade level.

The Demographic Analysis Reports are also available for the district. The district level report provides summary information from all schools in the district on each form of the assessment taken at each grade level as well as a summary for the district and state.

Figure 5

**MEAP** Demographic Analysis - Public  
Grade 12  
All Subjects  
Spring 2005

01002 Pleasantville Public Schools  
10003 Central High School

**A**

Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards Level 1, 2, or M
*	Not Included in Summary
<10	No scores provided if <10 students

SS = Scale Score		
	Form B	Form C
Mathematics	96 - 989	120 - 960
Science	89 - 1136	102 - 964
Social Studies	275 - 749	365 - 735
Reading	371 - 715	356 - 740
Writing	458 - 578	458 - 578
ELA	414.5 - 646.5	407 - 659
Listening	442 - 578	442 - 578

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Not Endorsed
Listening Levels	
M	Met/Exceeded
D	Did Not Meet

Central High School - Demographic Analysis - Grade 12																						
Form B - Operational Test			Mathematics						Science						Social Studies							
			SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3	% Level 4	SS	n	%M	% Level 1	% Level 2	% Level 3
Gender	M		502	14	29		29	21	50	517	17	47		47	12	41		<10				
	F		499	19	11		11	37	53	504	14	21		21	36	43		<10				
	No Record																					
Ethnicity	Amer. Indian or Alaskan Natv. (1)																					
	Asian or Pacific Islander (2)		<10																			
	Black, Not of Hispanic Origin (3)		<10																			
	Hispanic (4)		<10														<10					
	White, Not of Hispanic Origin (5)		500	29	17		17	28	55	511	31	35		35	23	42	<10					
	Multiracial (6)																					
	Other (7)																					
	Unspecified (8)																					
Economically Disadvantaged	Yes		<10							<10							<10					
	No		495	26	15		15	27	58	505	25	28		28	28	44	<10					
Special Education	Yes		<10							<10							<10					
	No		506	30	20		20	33	47	515	27	37		37	26	37	<10					
Standard Accommodations	Yes		<10							<10							<10					
	No		503	29	21		21	31	48	513	28	36		36	25	39	<10					
Non-Standard Accommodations	*Yes																					
	No		500	33	18		18	30	52	511	31	35		35	23	42	<10					
Limited English Proficient	Yes		<10																			
	No		502	32	19		19	31	50	511	31	35		35	23	42	<10					
Formerly Limited English Proficient	Yes																					
	No		500	33	18		18	30	52	511	31	35		35	23	42	<10					
Migrant	Yes																					
	No		500	33	18		18	30	52	511	31	35		35	23	42	<10					
Homeless	Yes																					
	No		500	33	18		18	30	52	511	31	35		35	23	42	<10					
Less Than Full Academic Year	Yes																					
	No		500	33	18		18	30	52	511	31	35		35	23	42	<10					
Summary - Grade 12			500	33	18%	0	18	30	52	511	31	35%	0	35	23	42	<10					

## Item Analysis Report (Figures 6a and 6b)

The Item Analysis Report provides a description of each selected-response (multiple-choice) item and each constructed-response (open-ended) item on the assessment, including the primary Michigan benchmark measured by each item. This report shows the percentage of students selecting each response. This report indicates item statistics summarized by classroom or group, building, district, and state to enable comparisons to be made across the state.

**Section A** provides the title of the report, the grade level, the content area of the assessment items covered in the report and the assessment cycle. The school district and school building names and codes are also provided.

**Section B** lists the Michigan benchmark code corresponding to each assessment item.

**Section C** provides a description of each item that appears on the assessment. Strand titles are bolded and followed by a content standard. All related item descriptions are listed below the content standard.

**Section D** indicates the percentage of students selecting each response to the multiple-choice questions. The asterisk (\*) denotes the correct response.

**Sections E - H** present information on the number of students included within a class or group (E), a school (F), a district (G), and the state (H), and the proportion of students within each of those groups who correctly responded to a multiple-choice item. Presenting this information side-by-side allows for comparisons to be made across groups. Definitions of Field Codes and Condition Codes are provided in the box at the top of the page.

**Section I (6b)** provides information similar to that contained in section C, but for the constructed-response (or extended-response) items on an assessment.

**Section J** shows the percent of students achieving each score level on a constructed-response question.

**Section K** shows the percent of student responses that received condition codes that are defined at the top of the first page. Condition codes for mathematics, science and social studies are: A) Off Topic, B) Illegible, C) Foreign Language, and D) Blank. For the English language arts assessments there are three condition code sets, one for each of the constructed-response tasks. They are included with the holistic rubrics on pages 6 to 8 in this document.

### ***Please Note:***

*Some assessment items may be particularly difficult or easy. Educators may consider how well their student groups did on an assessment item, benchmark, or strand in relation to the state results reported. State results provide a good measure of how easy or difficult an assessment item is for all students.*

*Several items may assess a particular benchmark or strand while only a single assessment item may be used to assess others. A large number of assessment items provide more reliable results. Both of these factors may confound the interpretation of item analysis reports.*

*Teachers may use the Item Analysis Report to pose a hypothesis about how a group of students has performed on a benchmark or strand within a subject. This hypothesis should then be further evaluated using classroom and other assessment information before making decisions to adjust curriculum or instruction.*



Figure 6a

## Field Codes

n	Number of Students Included
%C	Percent Correct
*	Correct Response
<10	No scores provided if <10 students

## Condition Codes

A	Off topic
B	Illegible
C	Foreign language
D	Blank

## Central High School - Item Analysis - Multiple Choice Mathematics - Grade 12, Class/Group N/A - Form B

Benchmark	Strand, Content Standard and Item Descriptions	% Students Responding				Class		School		District		State	
		A	B	C	D	n	% C	n	% C	n	% C	n	% C
	<b>Patterns, Relationships and Functions</b>												
	Patterns												
I.1.h.2	matching matrices to bar graph	*77	13	7	3	30	76.7	33	78.8	56	76.8	7,448	67.4
I.1.h.2	inserting value into pattern	7	0	*73	20	30	73.3	33	72.7	56	64.3	7,448	66.2
I.1.h.3	calculating cost using geometric sequence	20	*47	33	0	30	46.7	33	48.5	56	48.2	7,448	31.6
I.1.h.4	determining number of real roots of polynomial	27	10	27	*37	30	36.7	33	33.3	56	26.8	7,448	34.7
	Variability and Change												
I.2.h.1	finding slope of line	20	*47	23	10	30	46.7	33	48.5	56	48.2	7,448	41.5
I.2.h.4	matching matrix to system of equations	*20	10	4	7	30	20.0	33	18.2	56	17.9	7,448	28.3
I.2.h.5	matching situation to type of function	47	7	1	*23	30	23.3	33	21.2	56	9.6	7,448	4.6
I.2.h.5	solving system of equations	30	10	50	*10	30	30.0	33	29.1	56	17.9	7,448	11.9
	<b>Geometry and Measurement</b>												
	Shape and Shape Relationships												
II.1.h.2	determining type of quadrilateral	17	*37	13	33	30	36.7	33	33.3	56	32.1	7,448	24.1
II.1.h.5	locating coordinates of triangle after translation	*30	13	43	13	30	30.0	33	30.3	56	23.2	7,448	25.9
II.1.h.7	maximizing area of circle inside rectangle	*17	23	53	3	30	16.7	33	21.2	56	21.4	7,448	22.8
	Measurement												
II.3.h.2	determining distance of point from origin	*23	27	10	40	30	23.3	33	24.2	56	23.2	7,448	26.8
II.3.h.2	determining radius of cylinder	13	40	*33	13	30	33.3	33	33.3	56	39.3	7,448	44.0
II.3.h.6	calculating surface area of trapezoid	13	43	*23	20	30	23.3	33	21.2	56	25.0	7,448	29.1
	<b>Data Analysis and Statistics</b>												
	Description and Interpretation												
III.2.h.2	finding highest median in stem-and-leaf plots	3	*33	50	13	30	33.3	33	33.3	56	32.1	7,448	44.4
III.2.h.2	determining mean from bar graph	13	*17	43	23	30	16.7	33	21.2	56	19.6	7,448	24.2
III.2.h.2	selecting appropriate statistic	*47	30	17	7	30	46.7	33	42.4	56	44.6	7,448	37.5
III.2.h.3	analyzing box-and-whisker plot	7	3	53	*37	30	36.7	33	36.4	56	26.8	7,448	41.4
III.2.h.4	analyzing sampling method to minimize bias	*63	10	3	23	30	63.3	33	60.6	56	57.1	7,448	52.1
	Inference and Prediction												
III.3.h.2	finding meaning of slope of line of best fit	33	20	23	*23	30	23.3	33	24.2	56	25.0	7,448	21.3
	<b>Number Sense and Numeration</b>												
	Concepts and Properties of Numbers												
IV.1.h.1	comparing properties of real numbers	13	13	*27	43	30	26.7	33	30.3	56	28.6	7,448	23.2
IV.1.h.3	connecting area to number type	*13	53	23	10	30	13.3	33	12.1	56	17.9	7,448	21.6
	Representation and Uses of Numbers												
IV.2.h.4	approximating computation with fractions	30	10	23	*37	30	36.7	33	36.4	56	37.5	7,448	35.5
	Number Relationships												
IV.3.h.5	determining population given sample	*60	27	13	0	30	60.0	33	63.6	56	60.7	7,448	60.9
	<b>Numerical and Algebraic Operations and Analytical Thinking</b>												
	Operations and Their Properties												
V.1.h.2	calculating scalar multiplication of matrix	17	*73	0	10	30	73.3	33	72.7	56	60.7	7,448	64.4
V.1.h.3	finding multiplicative inverses	27	27	37	*10	30	10.0	33	9.1	56	7.1	7,448	20.6

Figure 6b

Central High School - Item Analysis - Multiple Choice Mathematics - Grade 12, Class/Group N/A - Form B (continued)													
Benchmark	Strand, Content Standard and Item Descriptions	% Students Responding				Class		School		District		State	
		A	B	C	D	n	% C	n	% C	n	% C	n	% C
V.1.h.4	using matrix to find cost	3	3	*73	20	30	73.3	33	72.7	56	67.9	7,448	68.6
V.1.h.4	solving algebraic equation	*17	23	13	47	30	16.7	33	15.2	56	16.1	7,448	16.4
	Algebraic and Analytic Thinking												
V.2.h.1	finding length of side of rectangular prism	0	*47	33	20	30	46.7	33	48.5	56	42.9	7,448	52.6
V.2.h.1	translating words into equation	23	3	23	*50	30	50.0	33	51.5	56	42.9	7,448	31.9
V.2.h.1	translating words into expression	67	*13	20	0	30	13.3	33	18.2	56	21.4	7,448	23.3
V.2.h.2	analyzing equation to maximize profit	0	7	47	*47	30	46.7	33	48.5	56	46.4	7,448	42.4
V.2.h.3	calculating exponential growth	47	17	10	*27	30	26.7	33	27.3	56	35.7	7,448	38.2
	Probability and Discrete Mathematics												
	Probability												
VI.1.h.1	finding probability of random selection	13	10	*60	17	30	60.0	33	60.6	56	51.8	7,448	50.9
VI.1.h.3	finding probability of independent events	*23	27	27	23	30	23.3	33	21.2	56	25.0	7,448	17.8
VI.1.h.3	finding probability of timed event	7	23	20	*50	30	50.0	33	48.5	56	42.9	7,448	48.0
VI.1.h.4	selecting simulation of random selection	3	23	7	*67	30	66.7	33	66.7	56	58.9	7,448	52.2
VI.1.h.5	finding probability using grid	37	*40	13	10	30	40.0	33	36.4	56	33.9	7,448	35.9
	Discrete Mathematics												
VI.2.h.1	calculating combinations	33	53	*13	0	30	13.3	33	12.1	56	12.5	7,448	15.2
VI.2.h.2	finding intersection of sets	3	3	23	*70	30	70.0	33	63.6	56	60.7	7,448	46.1

Central High School - Item Analysis - Constructed Response Mathematics - Grade 12, Class/Group N/A - Form B													
Benchmark	Strand and Item Descriptions		Number of Students	Mean Score	Percent of Students at Score					Condition Codes (Score is 0)			
					0.0 - 0.5	1.0 - 1.5	2.0 - 2.5	3.0 - 3.5	4	A	B	C	D
II.2.h.3	<b>Geometry and Measurement</b> rotating & reflecting polygon on coordinate grid	Class	30	0.9	43.3	46.7	0.0	0.0	10.0	0.0	0.0	0.0	10.0
		School	33	0.9	45.5	42.4	0.0	0.0	12.1	0.0	0.0	0.0	12.1
		District	56	0.7	51.8	39.3	1.8	0.0	7.1	5.4	0.0	0.0	16.1
		State	7,448	0.7	48.6	44.3	3.5	1.4	2.2	3.9	0.0	0.0	19.4
III.1.h.3	<b>Data Analysis and Statistics</b> creating graphs to defend different positions	Class	30	1.5	23.3	26.7	30.0	20.0	0.0	0.0	0.0	0.0	13.3
		School	33	1.6	21.2	27.3	30.3	21.2	0.0	0.0	0.0	0.0	12.1
		District	56	1.3	32.1	25.0	26.8	16.1	0.0	7.1	0.0	0.0	16.1
		State	7,448	1.3	35.3	24.4	25.8	13.1	1.4	3.6	0.0	0.0	16.8
V.2.h.3	<b>Numerical and Algebraic Operations and Analytical Thinking</b> modeling an inequality & solving	Class	30	1.3	33.3	30.0	26.7	6.7	3.3	3.3	0.0	0.0	13.3
		School	33	1.2	36.4	27.3	27.3	6.1	3.0	3.0	0.0	0.0	12.1
		District	56	0.8	58.9	16.1	19.6	3.6	1.8	8.9	0.0	0.0	16.1
		State	7,448	0.8	57.8	21.4	13.7	3.2	3.9	4.5	0.0	0.0	16.9

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## Student Report Description (Figure 7)

The intent of the Student Report is to provide a detailed description of each student's performance in the content areas assessed on the MEAP. This report is designed to help parents and guardians identify the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

The Student Report is printed for individual students in a back-to-back format. The report is designed to be inserted into a left window #10 business envelope. Schools may duplicate Student Reports for the student record files (CA-60). The "Individual Student Profile" (Student Report) is also available on the MEAP secure website [www.michigan.gov/meap-secure](http://www.michigan.gov/meap-secure).

**Section A** provides the assessment cycle, the grade the student was in, and the name of the student.

**Section B** lists the name of the school and the school district the student was enrolled in at the time of the assessment.

**Section C** provides a brief introductory letter addressed to the parent(s) or guardian(s) of the student describing the purpose of the MEAP and summarizing information contained in the Student Report. A web address is provided for parents or guardians with questions regarding MEAP.

**Section D** describes how the student performed in each content area, on each content area strand, and compares the number of points the student earned with the state average for each of the content area strands as well as to the total points possible for the subject area. The brief explanation for each subject area provides the performance level score the student attained and the accompanying scale score, as well as information on how the student's performance relates to

Michigan standards. For example, if a student received a Level 2 on the high school mathematics assessment, that student has "Met" Michigan standards.

For students taking the English language arts (ELA) assessment, the scores and performance levels have been divided into reading and writing.

**Section E** is a graphical representation of the student's performance in the content area. The bar graph displays the student's scale score compared with the state average and shows where the score falls among the four performance levels.

**Section F** contains the student's mailing address or address label.

### *Please Note:*

*The MEAP results for individual students are most reliable and valid at the overall content area scale-score level. These scale scores also are reliably associated with a performance level. Parents can have confidence that the reported content area scale scores and performance levels provide accurate information for each subject.*

*Student scores for strands are also provided in these Student Reports. These are less reliable measures than subject scores and performance levels because there are fewer items within strands than on the total subject assessment. These results provide an approximate measure of the level of performance of the student.*

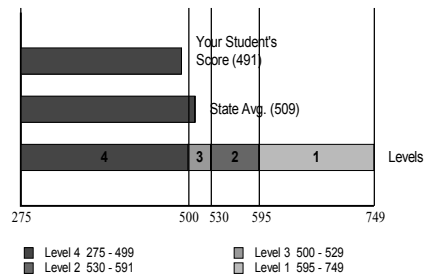
*Parents should be careful in drawing conclusions about a student's strengths or weaknesses at the strand level. It is more appropriate to use this strand information together with classroom assessment data, teacher-provided information, and other performance information to guide learning activities.*



## Performance in Social Studies

Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Historical Perspective	1.0	5.4	10
Geographic Perspective	8.0	6.7	10
Civic Perspective	6.0	5.0	10
Economic Perspective	5.0	5.2	10
Inquiry	1.0	3.3	6
Decision Making	1.5	2.0	5
<b>Total Points</b>	<b>22.5</b>	<b>27.5</b>	<b>51</b>

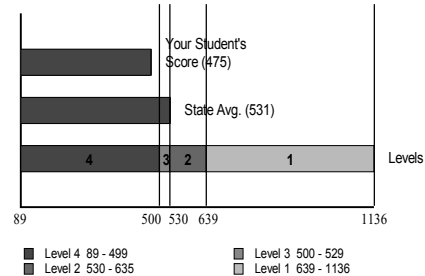
MIKE earned 22.5 of the 51.0 points on the social studies test. The 22.5 test points correspond to a scale score of 491, indicating MIKE achieved level 4 performance in social studies. The table above displays your child's performance in social studies compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.



## Performance in Science

Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Constructing New Scientific Information	4.0	5.8	14
Reflecting on Scientific Information	2.0	2.0	3
Using Life Science Knowledge	4.5	6.6	13
Using Physical Science Knowledge	4.0	5.6	13
Using Earth Science Knowledge	1.5	4.6	15
<b>Total Points</b>	<b>16.0</b>	<b>24.6</b>	<b>58</b>

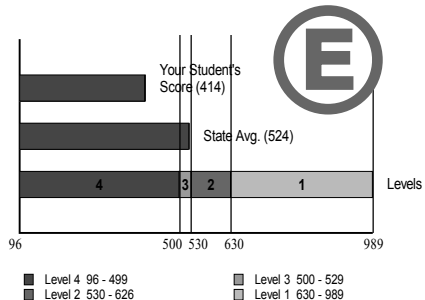
MIKE earned 16.0 of the 58.0 points on the science test. The 16.0 test points correspond to a scale score of 475, indicating MIKE achieved level 4 performance in science. The table above displays your child's performance in science compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.



## Performance in Mathematics

Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Patterns & Functions	3.0	3.7	8
Geometry & Measurement	1.0	3.4	10
Data Analysis	2.5	4.5	10
Number Sense	0.0	1.8	4
Numerical Operations	2.0	6.0	13
Probability & Discrete Mathematics	0.0	3.4	7
<b>Total Points</b>	<b>8.5</b>	<b>22.8</b>	<b>52</b>

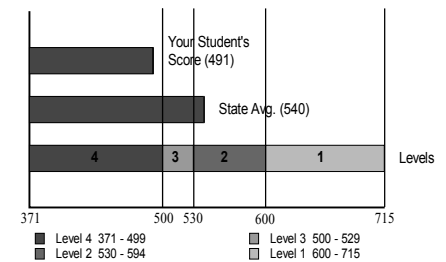
MIKE earned 8.5 of the 52.0 points on the mathematics test. The 8.5 test points correspond to a scale score of 414, indicating MIKE achieved level 4 performance in mathematics. The table above displays your child's performance in mathematics compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.



## Performance in English Language Arts (ELA)

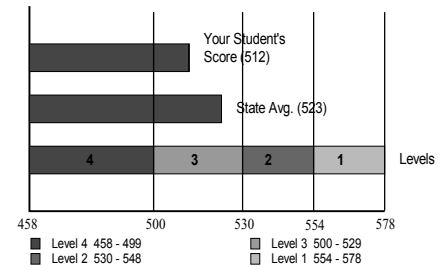
Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Reading for Understanding - Within-text	6.0	10.5	18
Reading for Understanding - Cross-text	0.0	5.4	7
Response to Reading Selections	2.0	2.3	6
<b>Total Reading Points</b>	<b>8.0</b>	<b>18.2</b>	<b>31</b>

MIKE earned 8.0 of the 31.0 points on the reading section of the ELA test. The 8.0 test points correspond to a scale score of 491, indicating MIKE achieved level 4 performance in reading. The table above displays your child's performance in reading compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.



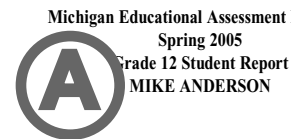
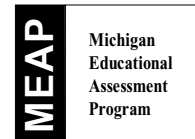
Content Assessed	Your Student's Points	State Avg. Test Points	Total Points Possible
Writing - Knowledge and Experience	7.0	6.6	12
Writing - Reporting and Reflecting	2.0	4.2	8
<b>Total Writing Points</b>	<b>9.0</b>	<b>10.8</b>	<b>20</b>

MIKE earned 9.0 of the 20.0 points on the writing section of the ELA test. The 9.0 test points correspond to a scale score of 512, indicating MIKE achieved level 3 performance in writing. The table above displays your child's performance in writing compared to the state average and to the maximum points possible. The bar graph above displays your student's scale score compared to the state average and shows where the score falls among the four performance levels.



Our current records show no results for MIKE in listening for the Spring 2005 testing period. Your student may have been absent, may have taken the test in a previous test administration, or may have no test results for other reasons. You may contact your school for further information.

MIKE ANDERSON  
99999 MAIN ST  
BAY CITY MI 48708



Michigan Educational Assessment Program  
Spring 2005  
Grade 12 Student Report  
MIKE ANDERSON

10003 - Central High School  
01002 - Pleasantville Public Schools



Dear Parent or Guardian:

This report provides information about your student's performance on the Spring 2005 Michigan Assessment Program (MEAP) High School Test. MEAP is based upon the Michigan Curriculum Framework, and is one indicator of what Michigan students should know and be able to do. With the exception of listening scores, MEAP scores are summarized in terms of the following performance levels:

Level 1 - Endorsed - Exceeded Michigan Standards  
Level 2 - Endorsed - Met Michigan Standards  
Level 3 - Endorsed - Basic Level  
Level 4 - Not Endorsed

If your student's school administered the optional listening test, you will find scores for listening reported in two categories: Level M - Met/Exceeded Michigan standards, or Level D - Did not meet Michigan Standards.

Please use this information, along with other academic indicators, to determine your student's strengths, as well as areas that may need improvement. This information may also be helpful in discussing your student's academic progress with classroom teachers. For more information about the MEAP test, please visit [www.michigan.gov/meap](http://www.michigan.gov/meap).

### Student Record Labels (Figure 8)

Individual student results (other than the Student Report) for Spring 2005 are provided for each student on the Student Record Label. These results are printed in a label format for each student in the reporting cycle and mailed to the school for placement in the student record file (CA-60).

**Section A** contains the district and building names and codes along with the MEAP assessment cycle.




**Section B** contains the student's name, date of birth, gender, grade at time of the assessment, and ethnicity. Also included are the student's Unique Identifier Code Number (UIC#) and the Student Number (STU#) that is added when schools pre-ID students for the assessment.

**Section C** contains the **Subject** area assessed, the assessment **Form** used by the student, the scale score (**SS**) received, and the **Level** the student attained on each subject area assessment. (Level **1** – “Exceeded Michigan Standards,” Level **2** – “Met Michigan Standards,” Level **3** – demonstrated “Basic” knowledge and skills of Michigan standards, and Level **4** – considered to be at an “Apprentice” level, showing little success in meeting Michigan standards.)

The optional listening portion of the English language arts (ELA) assessment has two performance levels, Level **M** – “Met/Exceeded” Michigan standards and Level **D** – “Did Not Meet” Michigan standards.

The final column on the Student Record Label, **Endorsed**, indicates whether the student will receive a subject area endorsement on his/her high school diploma.

Figure 8

01002 Pleasantville Public Schools 10003 Central High School Spring 2005  <b>M E A P</b>		UIC# 1111111001  MIKE ANDERSON				
		STU# 8526 08/18/87 Gen.-M Gr.-12 Eth.-5				
		Subject	Form	SS	Level	Endorsed
		Math	B	414	4	No
		Science	B	475	4	No
		SS	B	491 	4	No
		ELA Reading	B	491	4	No
		ELA Writing	B	512	3	Yes
		ELA R&W	B	501.5	3	
		ELA Listening	B			

## Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and assessment administrators should become familiar with the report layouts and information contained in this document. If district MEAP coordinators have questions after reviewing this manual, they should contact the MEAP Office at:

- **Office of Educational Assessment and Accountability**—for information about MEAP assessment administration procedures, content, scheduling, information about students with disabilities and appropriate assessment or accommodations, and information about the English Language Learner (ELL) program

Edward Roeber, Senior Executive Director  
Marilyn Roberts, Director  
Joseph Martineau, Psychometrician  
Office of Educational Assessment and Accountability

Paul D. Stemmer, NAEP Coordinator

Paul Bielawski, Manager, Educational Accountability

Peggy Dutcher, Coordinator, State Assessment for Students with Disabilities

Michael Radke, Supervisor, Michigan Educational Assessment Program

William Brown, Coordinator, MEAP Test Development

James Griffiths, Coordinator, MEAP Administration and Reporting

Rodger Epp, MEAP Science Consultant

Jane Faulds, MEAP English Language Arts Consultant

Sue Peterman, MEAP Department Analyst

Kyle Ward, MEAP Mathematics Consultant

*Phone:* 1-877-560-TEST (8378)

*Fax:* 517-335-1186

*Web site:* [www.michigan.gov/meap](http://www.michigan.gov/meap) (current information, assessment results, released items)

*E-mail:* [MEAP@michigan.gov](mailto:MEAP@michigan.gov)

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